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# HARVARD MEDICAL ALUMNI BULLETIN

SOME ASPECTS OF HIGHER  
EDUCATION IN EUROPE

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DANIEL FISKE JONES



*October, 1937*

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(J. A. M. A., 106:1085, Mar. 28, 1936.)



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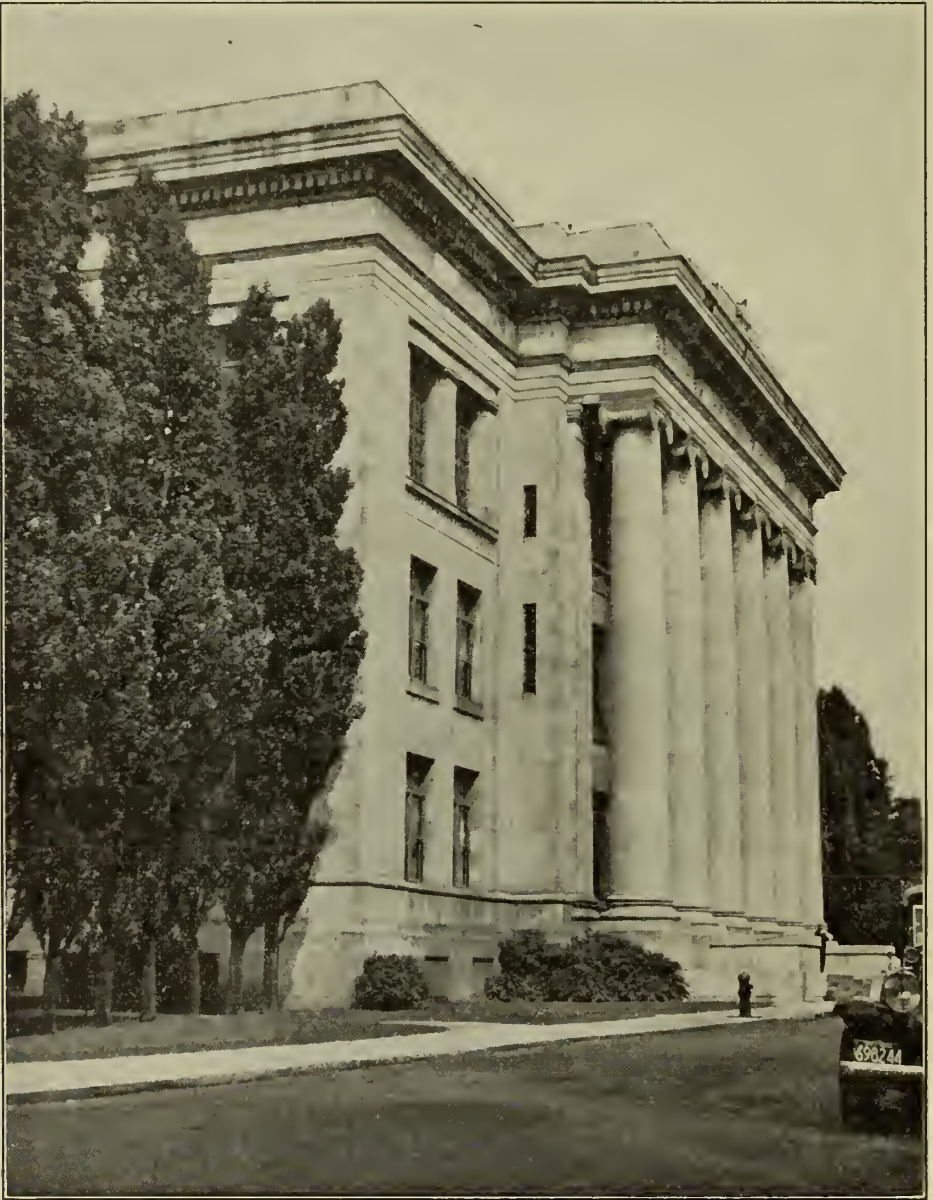
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HARVARD MEDICAL SCHOOL  
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## Some Aspects of Higher Education in Europe

*By Alan Gregg, '16.*

ONE of the professors invited from Europe to attend the Tercentenary of Harvard University remarked after the celebration was over that it was of peculiar significance to him since he had seen enough at that celebration to make him certain that the cultural heritage of Europe need not depend entirely upon the none-too-certain future of Western Europe. He had been depressed before the Tercentenary, but it had re-established his faith that Western European civilization would in any case survive in some measure. Indeed, this has been the comment of more than one of the visitors and it seems a reasonable point of departure for considering certain aspects of university life in this country, as compared with European traditions, practices, and points of view with regard to university education. Do we know what we have taken from Europe, or what we have rejected, in the slow cultural transfer that has been taking place in these three-hundred years?

And then there is the question of adjusting our universities to the changes that are taking place in the United States. The American frontier is gone, but far more important, easy immigration, especially of unskilled labor, has stopped, and in the next twenty-five years we shall see less of what we all know has been in part an industrial feudalism and a good deal more of what must be a kind of industrial democracy. For the children of the immigrants are going through our public schools and are not likely to regard their status in society in quite the same fashion as their parents did or were obliged to. In a single phrase used by an old lady of my acquaintance there is much of New England history. She refers to a dress that is useful

for all occasions as being "good for mill or meeting," and the phrase comes from the New England mill town of 1845, when women were working in the mills on weekdays and going to church on Sundays. Contrast that with the city of Lawrence in 1910, where there were said to be twenty-eight languages spoken in a city of approximately 30,000 people. We are moving into an era in which the opportunities for our children will be related more directly to their training and capacity, and where there will be less priority or advantage in belonging to the "Old American Stock." This Old American Stock has been a sort of élite. It has wanted to go to college. You will remember that the two reasons for a boy's going to college now-a-days have been given as because his father went to college, or because his father didn't go to college. Officers for the Army were taken in large measure from the colleges. But I suspect in the future the colleges will lend less of a caste distinction, and certainly the universities will have to base their claim less upon a sort of caste and more upon the quality of training they give. Madariaga remarked recently that the upheaval in Spain had caused him to think of men as belonging to two groups. One he called "Good Men," for like gold, they are acceptable in any country for they have capacities of immediate and real use anywhere. The other men he called the "Paper Men," whose services were not acceptable out of their own country. All the gold men, he said, have left Spain. It is the paper men who have had to stay behind. Now in the future there may be a more direct connection between "gold men" and the universities. Furthermore, we are forming a tradition of university

life in these years and anyone who has seen the power of tradition both for good and evil cannot fail to be somewhat solicitous as to the university tradition that is being built up in this country.

Before one proceeds to make observations of almost any kind, it is sensible to establish or to know one's own position from which the observations are made. In my time in college Waldo Pierce contributed a poem to the Lampoon on surveying at the Harvard Engineering School which contained the following four lines as neatly describing one phase of the problem of the surveyor as any I can recall. Looking through a transit,

"You'd squint, squint high  
There is nothing there but sky  
Wait there, by Gawd, the studio rod  
But where am I?"

In other words, before making comparisons with European universities, it is just as well to examine our own position in the United States, since in the last analysis Oscar Wilde's remark has a certain validity, "All criticism is a form of autobiography." So if we review our own biographies a bit it will aid in understanding both the facts and the meaning of events observed elsewhere.

Now some of the characteristics of America I should like to refer to, for the meaning of any comparisons with Europe will be clearer for having done so. First of all, in language, in trade, and in general cultural background, North America is a very large area for so large a measure of uniformity of view. The radio contributes to this even more than the magazines, newspapers and books. We all read—indeed we all read almost simultaneously the same news and views. You have heard of the English lecturer over here for the first time, who, after covering a larger number of states in the Union than most of the natives have seen and making friends in many places, sank exhausted on his steamer going home surrounded with presents of books to be read upon the voyage home. All 17 of the books given to him for the

voyage turned out to be the same Book of the Month Club choice from 8 different states. I can make the point further by saying that one of the characteristic questions I used to be asked by Americans visiting in Paris was "How are things in Europe?" Now that is a reasonable question in the United States, but it is almost meaningless for Europe. The European as a rule has an experience of variety in ways of doing things and in ways of thinking about life that is impossible to find in the United States. Physically it is easy to travel in America, but you must go for days and days here before you have traveled spiritually. And you can hardly travel twenty-four hours in western Europe without getting into an atmosphere totally different. And then too we have almost a passion for size. It was only in Russia that I was urged to see a Malachite table "because it is the largest in the world." That would not occur to the ordinary European as a reason for going to see a table. Oldest, or most beautiful, or if it belonged to a great man—yes—but not because it was big. Sometimes I think we take size and growth as so indisputable a criterion of excellence that I am surprised there is no more enthusiasm for cancer, for certainly in the realm of biology, cancer has everything to recommend it, if growth is, ipso facto, superlatively good. Biggest and best—new and growing! And then we are rather keen for organization. We are restless when something does not cooperate with something else, and anyone that works alone is suspected of being predatory and is likely to be called a "lone wolf." We believe more in institutions than in the individuals that go to make them up. Not very long ago an elaborate study appeared in the Atlantic Monthly of the Universities in America and it interested me to see that the comparative merits of Harvard, Columbia, Chicago, Yale, California, etc., were on an institutional basis, and I don't believe it is far from right to think that the average American, even when it comes to the advanced education



of his son, will think in other than terms of institutions or aggregates. Let us suppose, for example, there is a lawyer in Delaware who has a son who wants to become a professor of botany. The son has finished his college course and the question comes where will he go for his advanced work. The father will think in terms of institutions. The European father would think in terms of men. I once asked a professor of mathematics in Munich, who bears the glorious name of Constantine Caratheodory, where was the best mathematics in American universities. He immediately qualified the question with a discrimination not too common on this side of the water. "Do you mean the department where the young men are of the best quality and where the atmosphere of learning is liveliest, or do you mean the department containing the best recognized and now no longer productive mathematicians of an earlier generation?" In other words, we must be tolerant of the European's indifference to organization and size because we are somewhat too abject in our respect for these two qualities.

And then too life in North America is deeply affected by the immense facility of our communications. In Peking there is a radio station in the grounds of the American Embassy. I asked the American Minister if that form of communication did not have some new results. He replied that it did indeed. In days previous, after a three months' leave, it was his custom to return to the state department and find awaiting him three or four carefully prepared, well balanced letters from his substitute indicating what had happened during the vacation and what importance to attach to it. Merely as a result of the far greater facility in communications, it is now more likely to be the case that at the end of a vacation there will be a two foot pile of radio messages. It is much the same everywhere. The London Times had an editorial some five years ago pointing out that, whereas in the earlier days of the Empire viceroys and governors of the Crown

colonies were expected to make decisions as they arose, now with the facility of cable and wireless the decisions are shoved to the foreign office and the load of deciding matters has become almost impossibly heavy for the central government. Along with great ability to transmit facts we have in America a passion for facts and yet we forget that the word fact comes from the Latin word, 'to make,' and that the history of the idea behind the word 'fact' is that a fact is that which is made by the observer. "Fact finding commissions" . . . and a great neglect of the importance of distilling the meaning from the so-called facts. In America there is lacking commonly a discrimination between morality and virtue, just as there is no distinction made between a scholarship and a fellowship. Morality consists in behaving according to the mores of one's time and tribe, just as the holder of a scholarship is expected to do well at learning what is currently accepted as knowledge. But virtue is an inner consistency of behavior and of motive, a harmony between desire and conduct, that may have nothing to do with morality; and in the same sense a fellowship should be for a person whose desire to learn is consistent, original and personal and may have little to do with that which is accepted as established knowledge. And lastly in American society the absence of class makes the college and the university quite frequently the last place in the history of an individual where conduct and privilege are closely related. In scholarship or in student activities distinction is not one without work and responsibility. Is it not perhaps for this reason that, having lived for a few decades in an almost shapeless society, after college we look back with some gratitude to what a small boy translating Caesar somewhat literally referred to as "the pristine virtue of the early Helvetians."

In the last eighteen years I have had to visit medical schools and hospitals and research institutes in some thirty countries. I have learned at long last that one of the

most important features of university life anywhere is the method actually followed in recruitment, promotion, and final appointment of the teaching force. I want to talk about these three phases; recruitment meaning finding able teachers, promotion meaning their slow progression as instructor, assistant, up through the intermediate phases or stages before reaching the top, and thirdly, the professorial appointment. For in these three processes lies much of the real life and real significance of universities anywhere and everywhere.

Firstly, under recruitment comes the item of the family attitude toward higher education and the career that the boy will follow. It is an attitude that is determined partly by what is possible and partly by what is praised as desirable. As careers in most countries, boys have before them the church, the law, medicine, the army or navy, other government posts, business and the land. In areas, such as Southern Italy, and indeed, such as our own South until relatively recently, university careers have naturally appealed to a brighter selection of young men, since business opportunities were relatively few and family pride lively. In Ireland there are seven medical schools. In the last two decades practically 80% of their graduates have left Ireland. At present professions in Germany are not being recruited as actively as ten years ago because the army and navy are taking many young men in as officers. It is not always wise for a country to exaggerate the claims of the professions as against a sensible and intelligent management of the land. In Europe more attention is paid to scholarly performance and promise of scholarly distinction shown in secondary schools than is commonly the case in the United States. Many public schools in England support what is known as school-leaving scholarships at Cambridge or Oxford. These are essentially scholarships maintained by the school for the best one or two of their graduates, and a good deal of importance is attached to the one who wins such a

scholarship. Which of our best known preparatory schools do this? It is furthermore a significant fact that at present in Oxford 55% of the students are on some scholarship, exhibition or form of aid based upon their intellectual qualifications. Between 40% and 50% of the students in the Scottish universities are in a similar category. Is it to be doubted that such large numbers of young men dependent for their attendance upon their own academic record raise the level of scholarship throughout the institution? One can hardly assume that there is not an aid to democracy in education when such percentages obtain.

Then there is a real search for talent among youngsters, a search made by older men who realize the tremendous importance of finding originality and ability young. I know an English physiologist, known to you all by name, who has been watching for the last three years a promising young lad between his eleventh and fourteenth years at a school in England, convinced that this boy will turn into a first rate mathematician. The Royal Academy in Holland has a provision by which the best work of any humble practitioner of medicine may be read before the Royal Academy, and it was in this way that the ability of Wenckebach, a country practitioner outside Groningen, was discovered. The leading politicians in England gladly attend the debates of the Oxford Union because they know that their party must be recruited and they must keep an eye on the talent of the oncoming generation. The location of Harvard would facilitate such contacts, too little utilized perhaps.

Of course there is a defect in any educational system too closely articulated and it is simply this, that, if you are going to take only Ph.D.'s for professors and the Ph.D. depends upon an A.B. and the A.B. depends upon a special kind of secondary education, Lysee, Gymnasium, or Realschule, then your primary selection for the profession is really made at twelve years of

age. I was at one time familiar with an interesting experiment in Germany in the early Twenties. It was called the Lincoln Stiftung and its purpose was to discover young Germans of originality and influence, who despite the fact that they had not had the routine and formal education considered necessary for a scholar, were none the less valuable persons in the intellectual life of the nation. Many remarkable finds were made but one of the most valuable results of the Lincoln Stiftung was that it awakened in several mature men in all walks of life an alertness to originality and capacity that was being neglected by a rigid educational system. It is a real advance to have intelligent men on a still hunt for originality and forcefulness in the on-coming generation.

One further factor in the recruitment of able students is the role played by stimulating teachers. There is a professor now at Connecticut Wesleyan, who used to be at Colorado College, whose influence as a teacher of college students of biology has produced upwards of seventy men and women in American medicine and not a few excellent performers. The stream of students he sent to the Harvard Medical School from Colorado stopped when he left and began to flow from the other source in Connecticut within three or four years. There are high school teachers who could be easily recognized by the quality of students they send to colleges, and, if I may be permitted a suggestion, it would be that honorary degrees in universities might well be a happy method of recognizing and rewarding a service to the recruitment of able and interested students, a service which is as exceptional as it is important.

And now let us take up the subject of the promotion of young teachers through the progressive stages of their advancement in capacity, maturity, and financial recompense. It is the criteria for advancement which is the important point, because I take it to be axiomatic that by and large youth will meet the requirements, and in

attempting to meet them will be decisively moulded by the criteria of these same requirements for advancement. Exceptions will occur and the closest attention should be given to those exceptional individuals who neglect some requirements, the better to transcend others. In the consideration of the physiology and pathology of academic advancement, some four or five methods, or systems, deserve notice. They are usually methods which imply an emphasis upon some one or other quality or type of performance. It is probable that no one of them can wisely be considered as the only true way and it is certain that reflection upon the qualities and defects of each is advantageous in arriving at a satisfactory blend.

First, there is the principle of seniority. In certain hospital and teaching positions abroad this plays a greater role than it commonly plays in this country. In positions involving the extent and variety of experience and maturity of judgment, seniority has its real claims, but where initiative, originality, physical energy, and a certain amount of independence of tradition are the things to be desired, seniority as a principle for advancement is at a heavy discount. There is a definite movement in England away from the principle of seniority. As an example I would cite the new ruling regarding Regius professorships; namely, that retirement shall be obligatory at sixty-five, which in practice works out as a very direct attack upon the principle of advancement by seniority. There is scarcely any doubt that the decimation effected by the war for our generation has reduced the feasibility, and consequently the prestige, of advancement merely in terms of years of service.

Next is the method of promotion by means of examinations or concours. Like seniority this method of discrimination between persons has a plausibility and an appearance of judicious wisdom that misleads while it reassures. An examination should be regarded as a gate with two functions, and sometimes these functions



are but scantily understood. A gate can keep pigs and goats out of the garden but a gate can also test or prove the capacities of an Irish Hunter. In other words an examination can be used to exclude incompetents or to prove the brilliance of superior talent. But it cannot be forgotten by those who have seen the concours system in Paris that some of the most precious time in a young man's life is utterly consumed in preparing, sometimes over three or even six years, for advanced examinations, and this is time that is drawn from what he could give to original work or to the study of what is not yet known. It is with vague regret that young men in France are obliged to sacrifice years of study abroad to the exigencies of staying at home and keeping their place in the line of promotion, and even more precious free time to the necessity of becoming familiar with what other people have found or merely said. One can, of course, argue that true originality and real genius rises superior to the engulfing examinations, but that comes close to insisting that a young man be a warrior as well as a genius. Preparation for advanced examinations can be, and frequently is, pushed far beyond a point that is hospitable to originality and freedom. Concours enormously emphasize the tactics of learning and stupidly belittle the strategy of it. I remember that, when I took the entrance examinations to college, it was necessary to have my teachers' initials for each and every examination, indicating that I was prepared to take the examination. If it had been possible to present myself for examination in one subject on my own responsibility and without a teacher's recommendation, I think I would have taken a chance at Physiography in which I was interested, and had I passed that examination I would have learned at eighteen what was long delayed in actual fact; namely, that you do not have to be taught a subject formally in order to acquire an accepted competence in it.

A third criterion for academic advancement is originality of mind. Ostwald in

his valuable book, "Grösse Männer," records his astonishment in discovering, or perhaps better, realizing upon reflection that the best way to recognize future ability in a young man was to pay attention to those students who found instruction unsatisfactory. Those who are original will find instruction unsatisfactory or inadequate. The converse of this vast secret, however, is humorously not the case. In no place in Europe that I know is originality more eagerly sought for or more wisely cherished than in Trinity College, Cambridge. It is rewarded with fellowships, fellowships that give full freedom, and a decent living, and which are accompanied with the most precious implication; namely, the unexpressed expectation of real performance on the part of the recipient. Let no one suppose that the recognition of significant originality is easy. They are content in Trinity with a batting average of 333, but they know that timid, tentative, half-hearted, nine-month stipends to someone who has shown promise is a flimsy accolade and a dispiriting distinction.

And now with a dash of realism let us refer to still another criterion for advancement. Upon many an academic ladder it pays to be useful to the chief. In return for service, even at the expense of intellectual integrity, psychological peace and personal dignity, the young assistant knows that his protector will fight one of life's battles for him and that he will get the advancement when the time comes. I do not mean to argue for thanklessness, filial impiety or youthful ingratitude. But it is a dangerous ideal for professors to want to be known for having placed their pupils. In Pre-Nazi Germany there were feuds and academic vendettas of serious dimensions aroused by the ambition and the paternal passions of the over-lords to place erstwhile but useful pupils. An interesting comparison would lie between the effect upon French chemistry of Berthelot, a dominating filler of chairs, in contrast with Dastre, almost his antithesis. The generation in chemistry after the great Berthelot

died was also nearly dead. The followers of Dastre who expected his assistants not to be useful and deferent but to develop themselves is quite another story.

And lastly we come to that lovely shibboleth, Productivity. May I recall the conundrum, "What is the difference between plagiarism and research?" "Plagiarism is copying the work of another. Research is copying the work of six others." Here in this august University not long ago a certain department attempted to form what is known as a self estimate, i.e., to ask the question sacred to the New England conscience, "I wonder how good I am." Does it surprise you that the answer was sought in terms of productivity, and according to this exact formula the number of pages published by each graduate divided by the number of years since he had received his Ph.D. Now if you condition the academic animal to advancement and increase in salary upon the basis of productivity, you may get him to responding pretty well to this kind of stimulus, but can you be justifiably surprised if, on the day that he is given a full professorship with no more possibility of increase in salary and no higher rank, all your conditioning and training result in his ceasing to be productive or a scholar? The reward out in front ought to be a different kind of hay. Instead of productivity let us have discriminating opinion. One of the most impressive features in the Scandinavian universities is the wealth of discriminating appreciation and criticism that you can tap regarding the value and significance of the work of even the juniors in the academic scene. But up to the present we have in this country but little to compare with it, and I am still puzzling why that should be. I know that such estimates of personal capacity are often enlivened by envy and malice due to the bitterness of competition, but a man in university life who does not feel that his work will surely produce resonances and echoes, favorable and unfavorable, and especially among his contemporary has missed

contact with one of the best controls for academic advancement.

Apart from the criteria for advancement, certain countries in Europe emphasize the range and breadth of selection in junior academic positions. The advertisement for candidates which is the rule in Britain greatly widens the choice that any center has in filling a position. In Germany the free circulation of junior personnel from university to university was a system which had its defects but they were seldom the defects of provincialism, self-satisfaction, or clannish truculence. It passes my comprehension how a center can be described in terms that forget the periphery, or how a university can be more than big—it cannot be great—if it is not taking a wider area than its own favorites from which to choose its junior personnel. The only way for a young man who wished to become a professor in Bonn or Heidelberg was and will probably be again the traditional necessity that he quit Bonn or Heidelberg in the brave and sensible adventure of finding out whether he can succeed in being called back as professor to Bonn or Heidelberg. There are several universities in the United States that could regard the major baseball leagues with profit and advantage in this one point. A certificate of birth in Pittsburgh or in Brooklyn is not considered in the major league as a major argument in favor of a place on the ball team representing either of those cities. But the dangers of inbreeding are constant and it is never sensible to forget that academic advancement is made "within the department" and it takes a good man to recognize a good man. The research institutes in Germany are conscious of the risks they run in being isolated from the River of Youth that flows through the Universities. Fritz Haber in one of the Kaiser Wilhelm Institutes in Dahlem said that he insisted upon remaining a professor at the University of Berlin lest he lose contact with, or knowledge of, the able younger men. "It is a fearful bore to preside at examinations. Of course



sometimes I learn from the answers to the questions, but it gives me an opportunity of forming an impression of tomorrow's brains."

And now somewhat impiously let us raise a question connected with promotion and advancement . . . promotion to what? Full professorships have a status in Northern and Western Europe of a kind hard to describe to those who have not experienced it directly. Let us leave social recognition to one side for the moment and ask this question. "What kind of salaries are full professors paid in Europe?" I have been in countries where the currency and the amounts of salary or recompense are hard to evaluate. Dinars, zloty, lira, lits, lats, and leis, to say nothing of drachmas and two or three kinds of kronen, drove me to a device which I think valid and new. You arrive in a country and from the first fifteen or twenty people you enquire what would be the expense of say a year in a medical school for a young man on a decidedly modest basis. You will get replies that group pretty closely around the figure you can take arbitrarily and divide it into the salary of the full professor and that will give you a quotient of perhaps 3, perhaps 6, perhaps of 12. In other words the professor gets a salary of 3, 6, or 12 times as much as it costs a student to receive higher education for one year. Where that quotient is less than 3.6, all is not well with education, and it has happened many a time in the last fifteen years in several countries in Europe. Where the quotient is 6, conditions are healthy, though scarcely exuberant. Above 10 the competition is keen and the quality of life open to the professor on such a salary is amply rewarding. Remember that sixty-five in Europe is being accepted more and more widely as the retiring age, and with great generosity allow a professor to have two children, one of whom might be a boy with ambitions to get as good an education as his father possessed. It is pretty clear that that will occupy the boy up to his twenty-fifth year, and from that it is evident that

in the academic world child-bearing had better be over before the future professor is forty years old. Will salaries under forty support a wife and two children? That gives you an insight into the financial aspects of academic advancement. It is a hard and gruelling contest—a contest of endurance, but in Europe for an assured and permanent prize. I asked a professor in Vienna how much larger his salary would have to be if as full professor he did not have security of tenure. He promptly replied, "Five times as large." This gives an idea of the importance attached by Europeans to security of tenure in the professorial career. And even so in many European countries they have been caught between the scissors of inflation; one edge is salary cut and the other edge is a higher cost of living. I wonder what the alternative would be in this country between an outright gift of \$200,000 which would produce \$7200 a year, or the offer of a university professorship at that salary.

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And lastly we come to the subject of professorial appointment. Two or three stories will, I trust, convey a European flavor. An eminent French historian of the Middle Ages, who had lived in Toulouse and produced there some excellent studies in his field, was appointed to a chair at the College de France. He accepted the position and thought it wise on arrival at Paris to consult one of his future colleagues in the college as to what his duties were to be as a professor. He paid a call upon a colleague, introduced himself, and after the usual hour of general conversation, said, "Tell me, what are my duties as a professor in the College de France?" The reply was, "Ask the Janitor. He knows when the rooms at your disposal might be heated, lighted and available for such public presentations as you see fit to give, but it is the tradition of the College de France to appoint to its professorships persons who know how to pursue scholarship in their own way and not to dictate to

them the ways in which they are to work." It might be added that the College de France has a record equal, if not superior, to that of the University for continuous contribution to scholarship and learning.

Another example of methods of choosing professors. In Sweden, when a professor of medicine dies, the faculty meets and declares the Chair vacant, invites applications and appoints a committee of selection. The committee consists usually of three persons—one to represent the university and the nearest discipline to medicine—pediatrics perhaps. The second member of the committee will be the professor of medicine in one of the other Swedish faculties, and the third member of the committee will be a professor of medicine from some country other than Sweden, commonly Norway, Denmark, or Finland. By a common agreement in the Scandinavian countries, members of such a selection committee are accorded special time for the stipulated duty of reading the works and investigating the qualifications of each candidate for the Chair, and it is further stipulated—an important detail—that not some of the published works of a candidate but all of them should be submitted to and read by each member of the committee. The report of the committee is returned to the faculty, thence to the university senate and thence to the government; and in Denmark a further interesting provision lies in the fact that the selecting committee must commit their reasoning to paper in a report that will be published in the newspapers on the demand of any disgruntled candidate. So deliberate and thorough-going a procedure is associated with and may well contribute to an attitude of finality regarding the professorial appointment. I remember that in one of the Scandinavian universities I visited a professor who I was told in advance was a recognized psycho-neurotic and whose appointment was a sad example of mistaken judgment, though hardly foreseeable at the time of selection. My visit confirmed the warning. The dean said to me after-

wards a trifle tentatively, "I think in your country this man would be what you will call fired, is it not?" I said that I thought he would be. The dean replied, "We think it is more important to maintain the tradition of the seriousness and permanence of professional tenure than to have a better professor of blankology in the University of X." This is an attitude that may be open to challenge. I give it to you as a comparison, and, relatively speaking, a vivid one. Adherence to a similar attitude means that in Germany today the loss of the dismissed professors, though it is great, is perhaps not as great as the loss implied by inferior quality appointed in their stead. For the quality of the recently appointed professor is multiplied by the number of years he holds that position. I should have added that in the Swedish system the selection committee is given definite instructions for their estimate of the candidates. The first qualification is evidence of having added to the body of knowledge in his field. The second is teaching capacity, and the third is personal and other qualifications. And a propos of capacity to teach, the system in force in Vienna of allowing *privat dozenten* the privilege of giving small elective courses, usually with a small fee, has afforded the professor an opportunity to estimate the capacity at exposition of his younger assistants and at the same time to give them freedom mixed with responsibility in learning how to be effective lecturers. It is obvious that the ability to choose able men is of extraordinary importance. Althoff, in the Kultus Ministerium in Prussia, was largely responsible through possessing this gift of selection for the vigor and significance of the German universities from 1890 to 1910. Eliot, Gilman, Harper, and Miss Thomas have been conspicuous in American university history for similar ability.

\* \* \* \*

Why are universities important? First, because the perpetual enemies of mankind are ignorance and disease. Haber told me once that the Kaiser Wilhelm Institutes

were not merely ornaments to German civilization. They were necessities to a country that must rely upon technical proficiency to produce what could be exchanged for food necessarily coming from abroad. Secondly a liberal is a person who prefers government by conviction to government by force. I would suspect that where conviction reigns mere force will be less powerful, and this may well be an important contribution of universities to our slow growing political tradition. And furthermore, we need the atmosphere of as much intellectual tolerance as can be obtained in order that there may exist a difference and differentiation of views, of values, of beliefs. Tolerance is exquisitely desirable in order that variety may live long enough to test itself. Ideas suffer from a kind of infant mortality just as human beings do. The European university is where the student shifts from being taught to learning and ultimately to deciding what to learn. But it is inherent in universities that teaching and learning are names for two sides of the same thing, and the fact that they are inseparable exposes the universities to certain dangers, for where learning is free the charge can be made that indoctrination is intentional and intense. The University of Paris was closed in the French Revolution because of its teaching influence. Strasbourg was created for the purpose of being a protestant center of, shall we say, learning or indoctrination. The passion for education in Russia today is comparable to the religious fervor that brought forth the grammar schools of the Reformation and the denominational colleges of a subsequent time. Political belief takes education to wife in the hope of having children after the image of papa, but the end result is frequently that father is much influenced by his wife and the children are just as likely to love

their mother as to follow their father's convictions. And aside from political dangers, there are the sentimental dangers that afflict universities, but European universities less than ours. The European universities have no substantial body of alumni opinion. There is no sentimental passion there for the right of the ordinary student to claim all of the professor's time. The professor presents the subject in well polished lectures, but it is considered to be the mature student's responsibility to get the most he can and he is usually older and more mature than our college students. It is the tradition of our denominational college that the undergraduate shall be processed into something you couldn't find serious fault with and will label eventually with an A.B., but the European university is not a teaching organization so much as a segregation of Scholars in an established society. It is perhaps an extreme comparison to make, but there is a similarity in the European university atmosphere to a free association of persons in, for example, an Audubon Bird Club. They associate for the sake of learning from each other. Younger scholars may tag on and learn too, but there is an indomitable conviction of the importance of individual freedom for the scholar, and, if one were to sum up the matter, it would be that the European seems to be less impressed with his obligations to teach and guarantee a modicum of knowledge in a mass of students, and more convinced and controlled by the importance of the accuracy, range, and mellowness of his knowledge as an individual scholar. Whatever value excellence has, is his.

And lastly the University deals with Youth. To the older man it affords the chance to pass on his best to those who can carry it on, and to the young man a chance to learn what his best could be.



**DANIEL FISKE JONES**

Memorial spread on the Records of the Faculty of Medicine, October 1, 1937 on the death of Daniel Fiske Jones.

The portrayal in a few lines of a life crammed with good deeds and distinguished service requires that we stick to a few salient features.

Perhaps the most salient feature in the life and character of Daniel Fiske Jones was his great capacity for enthusiastic and unselfish devotion to professional work in all its aspects. Primarily perhaps was this manifest in his care of patients. Few physicians or surgeons have been more universally beloved by their patients than he; not only because of his unfailing friendliness to them but because of their faith in his skill and in the knowledge that it would be available to them unstintingly.

To institutions also Doctor Jones could be devoted. He loved Harvard and he loved the Massachusetts General Hospital. To each he gave generously of himself and of his substance. Graduating from Harvard College in 1892 and from the Medical School in 1896, he started his career in surgery as a surgical interne at the Massachusetts General. He was a pupil and assistant of Maurice Howe Richardson. That was the ideal entré to the practice of surgery in Boston in those days.

As a young man he had the courage and vision to interest himself in so hopeless a problem as cancer of the rectum. His work in this field reached the heights of brilliant achievement. He was the pioneer in this country in radical resection of this type of cancer and he did much to educate practitioners to make early diagnoses of this malady, that is to say, in its curable stage. Although in general surgery he became a leader, it was in the surgical treatment of diseases of the rectum and colon that he made his greatest contribution.

He was on the teaching force of the Harvard Medical School from 1903 until 1932, when he resigned, and he was a member of the Board of Overseers from Commencement 1932 until his death. He was a surgeon to the Massachusetts General

until he retired as Chief of the East Surgical Service in 1929. After that he was a member of the hospital's Board of Consultation. He belonged to the foremost surgical societies, the American Surgical Society, of which he once was President, the Clinical Surgical Society, the New England Surgical Society, the Southern Surgical Society and the American College of Surgeons, which he served as Regent.

During his long, active career Doctor Jones exerted a marked influence on surgery throughout the country. This was accomplished more by precept and example in ward and operating room than by didactic teaching or through the medium of the literatures. The numerous interns, residents and graduate students who studied under him carried away with them many sound and useful procedures in diagnosis and surgical technique. His method of emphasizing the correct and logical approach to a problem by contrast with unsound principles made this form of teaching of great practical value. His advice was often sought by younger surgeons, to whom it was given unhurriedly and sympathetically.

As a member of the Board of Overseers, Doctor Jones constantly upheld and furthered the interests of the Medical School in the counsels of the University at large. He provided the Committee of the Overseers to Visit the Medical School with the opportunity genuinely to serve this function. He brought men together to the end that out of their deliberations, ways to improve the quality of teaching might be discovered.

One of his last and most important benefactions was that of a generous donation to the new national scholarships. This was a project quite to his liking for he ever had the students' welfare at heart and was particularly eager that the paths of gifted students might be unobstructed by worry as to finances.

We mourn the passing of a teacher, colleague and friend, who brought gifts to our University which will endure.

## ASSOCIATION OFFICERS

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*Room 111, Harvard Medical School  
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## TREASURER'S REPORT

Nov. 1, 1936—Nov. 1, 1937

## RECEIPTS

Appeals	\$2,535.00
Advertising	1,046.80
Annual Meeting	41.00
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	\$3,622.80

## EXPENDITURES

Bulletin	\$1,371.88
Salary	660.00
Incidentals	30.00
Stationery	5.00
Typewriter repair	17.64
Appeals	196.31
Annual meeting	54.00
Gift to Hygiene Department	500.00
Commencement fee	50.00
4th year dinner	194.95
Office supplies	24.96
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	\$3,104.74
Bank balance Nov. 1, 1936	\$1,764.02
Bank balance Nov. 1, 1937	2,282.08

## MEDICAL SCHOOL APPOINTMENT

Dr. John Everett Gordon of Chicago, field director of the International Health Division, Rockefeller Foundation, has been appointed Professor of Preventive Medicine and Epidemiology at the Harvard Medical School.

Dr. Gordon received the degrees of Ph.G. and Ph.C. from Northwestern University in 1913 and 1914, respectively, and an S.B. in 1913 and a Ph.D. in 1921 from the University of Chicago. In 1924 he graduated from Rush Medical School. He subsequently served as assistant medical superintendent of the Municipal Contagious Hospital in Chicago, medical director of the Kiefer Hospital in Detroit, clinical lecturer at the University of Michigan, consulting physician at the Harper and Woman's Hospitals in Detroit, member of the Michigan State Commission on Poliomyelitis, and chairman of the section on preventive medicine and industrial medicine and public health and a member of the committee for scientific exhibits on poliomyelitis of the American Medical Association. During the past three years, he has been studying scarlet fever in Roumania. At Harvard, Dr. Gordon will work both in the Medical School and the School of Public Health.

## EDWARD K. DUNHAM LECTURESHIP

Corneille Heymans, M.D., Professor of Pharmacology, University of Ghent, has been appointed the Edward K. Dunham Lecturer for the Promotion of the Medical Sciences for 1937-38.

Professor Heymans will give the following three lectures at five o'clock at the Harvard Medical School, Amphitheatre, Building C:

Monday, November 8, "The Mechanisms of Vasomotor Tone and Blood Pressure Regulation."

Wednesday, November 10, "The Mechanisms of Vasomotor Tone and Blood Pressure Regulation" (continued).

Friday, November 12, "The Rôle of the Aortic and Carotid Sinus Presso- and



Chemo-receptors in the Reflex Control of Respiration."

In 1923 there was founded in memory of Dr. Edward K. Dunham (M.D., Harvard, 1886), the Edward K. Dunham Lectureship for the Promotion of the Medical Sciences. Among the useful purposes for which the Foundation was established was that of binding closer "the bonds of fellowship and understanding between students and investigators in this and foreign countries." The lecturers are chosen from "eminent investigators and teachers in one of the branches of the Medical Sciences, or of the basic Sciences which contribute towards the advance of Medical Science in the broadest sense." The lectures, which are given annually, are "free and open to the faculty and students of the Harvard Medical School and College, and all other interested professional persons who may profit by them."

Some previous lecturers on the Edward K. Dunham Foundation have been:

Willem Einthoven, M.D., Ph.D., LL.D., Nobel Laureate, Professor of Physiology, University of Leyden, 1924-25.

Ross Granville Harrison, Ph.D., M.D., Professor of Comparative Anatomy, Yale University. 1925-26.

Richard Willstätter, Ph.D., M.D. (hon.), Nobel Laureate, Privy Councillor, and Professor in the University of Munich. 1926-27.

Sir Charles Scott Sherrington, O.M., M.D., LL.D., Nobel Laureate, Professor of Physiology, Oxford University. 1927-28.

Louis Lapicque, M.D., D.Sc., LL.D., Professor of General Physiology at the Sorbonne. 1928-29.

Sir Joseph Barcroft, C.B.E., M.A., M.D. (hon.), Professor of Physiology, Cambridge University. 1929-30.

Franz Knoop, M.D., Professor of Physiological Chemistry, University of Tübingen, 1930-31.

Ludwig Pick, M.D., Professor of Pathology, University of Berlin. 1931-32.

## NECROLOGY

'73—WILLIAM HUNTER WORKMAN died at Newton, Mass., October 7, 1937.

'77—JOHN WOODFORD FARLOW died at Manchester, Mass., September 24, 1937.

'78—WALTER ANDRUS PHIPPS died at Quincy, Mass., July 14, 1937.

'80—CHARLES QUANTIC SCOBORIA died at Yakima, Wash., March 28, 1936.

'83—JAMES COGSWELL DuM. PIGEON died at Boston, Mass., May 21, 1933.

'84—DAVID HARROWER died at Worcester, Mass., August 7, 1937.

'86—ALEXANDER BLAIR THAW died at Boston, Mass., October 5, 1937.

'88—FERDINAND AUGUSTUS STEWART died at Nashville, Tenn., August 8, 1937.

'92—WILLIAM RANKIN HENDY died at Arkansas City, Kan., January 2, 1933.

'92—HARVEY PARKER TOWLE died at Newton, Mass., October 7, 1937.

'92-94—SEWELL ALBERT CARVILL died at West Somerville, Mass., August 27, 1937.

'93—JOHN ELIJAH LOVELAND died at Old Saybrook, Conn., September 12, 1937.

'93—FRANK PIPER died at Cambridge, Mass., July 8, 1937.

'95-96—ARTHUR THEODORE RANDALL died at New York City, January 27, 1936.

'95—THEODORE CHARLES ERB died at Scituate, Mass., August 3, 1937.

'95—JOHN CLARK JONES died at Brookline, Mass., June 17, 1937.

'97—TIMOTHY JOSEPH DALY died at Lawrence, Mass., September 6, 1937.

'97—FREDERICK ELLIS JONES died at Quincy, Mass., September 29, 1937.

'97—ADOLPH ANTOINE MAULHARDT died at Oxnard, Calif., February 15, 1937.

'98—RICHARD DRESSER SMALL died at Portland, Me., Sept. 11, 1937.

'00—CHAUNCEY WILLIAMS NORTON died at Cazenovia, N. Y., May 28, 1937.

'00—CHARLES SAWYER BRYANT died at Bangor, Me., July 17, 1937.

'01—BAYARD TAYLOR CRANE died at Rutland, Mass., August 14, 1937.

'03—JOHN JOSEPH HURLEY died at Rye Beach, N. H., August 6, 1937.

'06—WILLIAM HENRY CONNOR died at Coronado, Calif., March 21, 1937.

'08—HERMAN BAKER CHASE died at Westfield, Mass., October 11, 1937.

'12—WILLIAM WALLACE BEHLOW died at Palo Alto, Calif., April 29, 1937.

'12—ROBERT BATES HUNT died at Jamaica Plain, Mass., June 22, 1937.

'29—ROBERT PUTNAM GOODKIND died at Boston, September 3, 1937.



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